DOCUMENT RESUME

ED 464 040 SP 040 592

AUTHOR Peters, William H.

TITLE Engaging Educational Stakeholders in the Challenge of Shared Accountability: The Texas Prospectus.

PUB DATE 2002-24-02

NOTE 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 24, 2002).

PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Accountability; Educational Quality; Elementary Secondary Education; Excellence in Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; *Teacher Competencies

IDENTIFIERS *Texas A and M University

ABSTRACT

This paper discusses how to engage educational stakeholders for productive partnerships in accountability, examining accountability in the world of demands and describing the Texas Prospectus for Shared Accountability, which provides 3 components: (1) the Partnership for Texas Public Schools (consisting of the Chancellor of the Texas A&M University System, the Commissioner of Education, and the deans of the Texas A&M University System's Colleges of Education); (2) the Regents' Initiative for Excellence in Education (a 5-year plan for the Texas A&M University System's teacher preparation programs); and (3) the Sid W. Richardson Foundation Forum Report (2001), "Excellent Teachers for all Texas Schools: Proposals for Engaging Educational Stakeholders in Concerted Action." This report calls for systematic concerted action by all stakeholders in public education to develop the necessary resources and strategies to solve education workforce issues. The Texas Prospectus provides one means for facilitating broader discussion for shared accountability and stimulating a proactive agenda to enhance both the quality and quantity of teachers for public schools. It also provides a framework by which educational leaders in other states might engage educational stakeholders in shared accountability in teacher education. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 040

ENGAGING EDUCATIONAL STAKEHOLDERS IN THE CHALLENGE OF SHARED ACCOUNTABILITY: THE TEXAS PROSPECTUS

by

William H. Peters

Professor and Coordinator of Secondary Programs

Texas A&M University

30[9] Harrington Education Center

College Station, Texas 77843-4232

Phone: (979) 845-8360

E-mail: wpeters@tamu.edu

Fax: (979) 845-9663

William H. Peters

2A

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper presented at the 54th annual meeting

American Association of Colleges for Teacher Education

New York, New York

February 24, 2002

SP040592

BEST COPY AVAILABLE

ENGAGING EDUCATIONAL STAKEHOLDERS IN THE CHALLENGE OF SHARED ACCOUNTABILITY: THE TEXAS PROSPECTUS

Introduction

A recent Teacher Demand Study 2000-2001 (Institute for School-University Partnerships, 2001) in the state of Texas includes two components: (1) unmet need, that is, the difference between the anticipated need for teachers in a district and the number of teachers hired; and (2) the number of teachers hired on emergency or temporary permits, that is, a need not met by certified teachers. This study reports that districts had difficulty in meeting the number of fully certified teachers needed and in the areas of elementary and secondary special education, the percentages reached almost half of the teachers hired. Texas also is interested in increasing the number of its high school graduates who will continue their education and therefore plans to implement the *Recommended High School Program*, a more rigorous curriculum, for all high schools to adopt for students. The results of such studies and recommendations confirm not only the present teacher shortage but a worsening situation in the immediate future. Amidst what can be properly called a growing teacher shortage crisis is the national call for educational accountability for teachers and therefore for schools. Given these exigencies, how can we engage educational stakeholders for productive partnerships in accountability?

Accountability in the World of Demands

Today's world places enormous external demands on teacher educators. Helsby (1999), for example, suggests that the work of teachers is being subjected to a redefinition as state and industrial interests develop policies that try to align our

educational system with the needs of the labor market. Teacher shortages in high need areas provides another demand: assigning teachers to teach out-of-field. Ingersoll (1999, 2001) addresses the prevalence of this problem and the common characteristic of measures of out-of-field: does the teacher have a teaching certificate in the field taught? His findings support the conclusion that there is a significant problem of out-of-field teaching in our classrooms, from math and science to English and social studies. Perhaps most demanding is the political community's consistent call for accountability. Smith (2000) suggests that although there are many varieties of educational accountability, accountability has come to mean that the school is responsible for producing high achievement test scores. Yet political agencies and businesses among others have failed to accept shared accountability for the education of our young and in the education of those who teach our young.

In a recent editorial, Marilyn Cochran-Smith (2001) refers to Antonio Gramsci's essay in which he asserts that a mainspring of history is indifference, that action is everyone's responsibility, and that each individual has to be accountable for the role one either plays or fails to play in each day's struggles. Today's teacher education struggle is accountability during what Barksdale-Ladd and Thomas (2000) refer to as these "cynical educational times" (p. 396). To counter the history of indifference, the Texas Prospectus for Shared Accountability provides for three significant components: The Partnership for Texas Public Schools, The Regents' Initiative for Excellence in Education (a five-year plan for the Texas A&M University System), and the Sid W. Richardson Forum Report

(2001) entitled Excellent Teachers for all Texas Schools: Proposals for Engaging Educational Stakeholders in Concerted Action.

The Partnership for Texas Public Schools

Bringing together various resources to address educational concerns has proven to be more effective than individual efforts. Therefore In 1996, the Chancellor of The Texas A&M University System, the Commissioner of Education, and the deans of The Texas A&M University System's Colleges of Education developed the Partnership for Texas Public Schools, an organization unlike any known among Texas' institutions of higher education. Coupled with the resources of the Texas Education Agency, the partnership's agenda was to address educational concerns common to all partners.

In the immediate years following the organization's inception, the partnership in cooperation with various school districts has conducted conferences, workshops, and research activities primarily dealing with teacher preparation. The Commissioner's Educational Research Initiative provides yearly research grants not to exceed $30,000 each to conduct studies in areas of high interest to the partnership, with the research focused on and conducted in Texas.

The Partnership for Texas Public Schools' statewide initiatives provided the basis for the establishment of The Texas A&M University System's Board of Regents' Initiative for Excellence in Education.

The Regents' Initiative for Excellence in Education

That the system's universities seek to impact the quality and productivity of teacher preparation programs is the primary goal of The Texas A&M University

System's Board of Regents' Initiative for Excellence in Education. This highly ambitious program is made possible through funding through not only The Texas A&M University System but also the U.S. Department of Education, the Texas Education Agency, and various foundations and trusts.

The Initiative's Framework is structured around several aspects. Each university has a President's Council that provides direction for the various activities within the framework. To engage arts and sciences faculties and education faculties, an Academy for Educator Development provides fellowship awards for professional development related to school-university partnerships. Fellowship project topics are open but must relate to one or more facets of school-university collaborations. To further research and development, collaborative research grants are also available and preference for these grants are given to active members of the Academy for Educator Development and are collaborative in nature. Such activities related to addressing teacher effectiveness, teacher quality, teacher recruitment, training and retention, and teacher preparation program effectiveness are among those that have been granted.

Other aspects of the framework consist of inducting new teachers, restructuring teacher education programs, teacher recruitment, and teacher leadership academies. To assist in the implementation of the Regents' Initiative, The Institute for School-University Partnerships was established in January 2000. The Institute provides leadership service activities and is the clearing house for the various university quarterly and annual reports on system university activities designed to meet the Regents' Initiative's goals. In

addition, the Institute hosts annual school-university conferences at which fellowship and research activities are shared.

Excellent Teachers for all Texas Schools: Proposals for Engaging Educational Stakeholders in Concerted Action

The Sid W. Richardson Foundation over the years has consistently supported efforts to strengthen public education in Texas. These efforts have derived from numerous concerns most prominent among them being the growing shortage of teachers and the number of teachers teaching out-of-field in Texas. As a means by which leaders from schools, business, government, universities and foundations might discuss educational reform, the Sid W. Richardson Foundation Forum was founded in 1990. Various task forces were formed that resulted in a number of publications such as The Professional Development School, Principals for the Schools of Texas: A Commonsense Approach to Improving Education, and Restructuring the University Reward System.

In today's Texas. the most pressing problem is teacher shortages. Although there has arisen a number of alternative programs to increase the number of teachers, staffing remains inadequate. The Richardson Forum's Executive Advisory Committee, recognizing the need for Texas' business and professional leadership to work in concert in addressing the teacher shortage problem, issued a report entitled Excellent Teachers for All Schools: Proposals for Engaging Educational Stakeholders in Concerted Action. The report calls for systematic concerted action by all stakeholders in public education to develop the necessary resources and strategies to solve education workforce issues. The committee offers 40 recommendations for engaging the state's business and professional

leadership in a constructive effort to address the teacher shortage problem in Texas.

These recommendations are addressed to members of the Texas Legislature, to key state agencies, to university governing boards and their executive officers, to university deans and their faculties, to public school teachers and administrators, to education service centers, to foundations, and to business leaders, The recommendations made to each stakeholder are in keeping with the stakeholder's ability to implement its given recommendations. For example, the Texas Higher Education Coordinating Board has the power to modify funding formulas for teacher preparation programs; the State Board for Educator Certification could create a teacher induction program; university administrators could reinforce teacher preparation as an university-wide mission; university deans could provide research and professional development opportunities for teacher preparation faculty; public school administrators could provide stipends to master teachers who work with new teachers; Education Service Centers could promote teaching as a worthwhile profession with students and others; foundations could fund promising teacher preparation programs; and businesses could invest in teacher scholarships.

Conclusion

Engaging education stakeholders in shared accountability in teacher education is a challenging and complex process. We must move from indifference to the recognition that action to address today's educational problems is everyone's responsibility. The Texas Prospectus provides one means by which to facilitate broader discussion for shared accountability and to stimulate a proactive agenda to enhance both the quality and the quantity of teachers for public schools. It also provides a framework by which

educational leaders in other states might engage educational stakeholders in shared accountability in teacher education.

References:

Barksdale-Ladd, M. A., & Thomas, K. F. (2000). What's at stake in high-stakes testing: Teachers and parents speak out. Journal of Teacher Education, 51 (5), 384-397.

Cochran-Smith, M. (2001). Learning to teach against the grain. Journal of Teacher Education, 52 (1), 3-4.

Helsby, G. (1999). Changing teachers' work, Buckingham. Philadelphia: Open University Press.

Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. Educational Researcher, 28 (2), 26-37.

Ingersoll, R. M. (2001). Rejoinder: Misunderstanding the problem of out-of-field teaching. Educational Researcher, 30 (1), 21-22.

Sid W. Richardson Foundation (2001). Excellent teachers for all Texas schools: Proposals for engaging educational stakeholders in concerted action. Fort Worth, Texas.

Smith, M. L. (2000). Validity and accountability in high-stakes teaching. Journal of Teacher Education, 51 (5), 334-344.

The Institute for School-University Partnerships (2001). Teacher demand study 2000-2001. Bryan, Texas.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Engaging Educational Stakeholders in the Challenge of Shared Accountability: The Texas Prospectus	
Author(s): William H. Peters	
Corporate Source: Texas A&M University	Publication Date: 2/24/2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A [X]

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: William H. Peters	Printed Name/Position/Title: William H. Peters, Professor	
Organization/Address: Texas A&M University 308 Harrington, College Station, TX 77843-4232	Telephone: 979-845-8360	FAX: 979-845-9663
	E-Mail Address: wpeters@tamu.edu	Date: 3/4/02

(over)

CLEARINGHOUSE ON TEACHING
AND TEACHER EDUCATION

ERIC

November 1, 2001

Dear AACTE Presenter:

The ERIC Clearinghouse on Teaching and Teacher Education invites you to contribute to the ERIC database by providing us with a copy of your paper presented at AACTE's 54th Annual Meeting (New York, NY, February 23-26, 2002). Abstracts of documents that are accepted by ERIC appear in the print volume, *Resources in Education* (RIE), and are available through computers in both on-line and CD/ROM versions. The ERIC database is accessed worldwide and is used by teachers, administrators, researchers, students, policymakers, and others with an interest in education.

AACTE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Inclusion of your work provides you with a permanent archive and contributes to the overall development of materials in ERIC. The full text of your contribution will be accessible through the microfiche collections that are housed at libraries throughout the country and through the ERIC Document Reproduction Service. Documents are reviewed and accepted based on their contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality.

To disseminate your work through ERIC, you need to fill out and sign the **Reproduction Release Form** located on the back of this form and include it with a letter-quality copy of your paper. You can mail the materials to: **The ERIC Clearinghouse on Teaching and Teacher Education, 1307 New York Ave., N.W., Suite 300, Washington, D.C. 20005.** Please feel free to photocopy the release form for future or additional submissions.

Should you have further questions, please contact me at 1-800-822-9229; or E-mail: lkelly@aacte.org.

Sincerely,

Linda M. Kelly
Acquisitions and Outreach Coordinator